Curriculum & Instruction Review

What They Said

Educational Views of Saskatchewan People

85-1175/

Saskatchewan
Education

What They Said

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Minister's Advisory Committee
Curriculum and Instruction Review
March 1984

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The Minister's Advisory Committee wishes to recognize and sincerely thank Loraine Thompson and Dianne Warren for their assistance in writing and editing this final report. The Committee expresses its appreciation to Ann Seifert and Mary Colin for their typing and clerical support.

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Quotes in the margins of this report are taken from the briefs and submissions, comments made at public meetings, and written comments returned with the questionnaire.

Summary of Curriculum and Instruction Review Reports

The Minister's Advisory Committee on Curriculum and Instruction collected a large amount of information on educational issues. In addition to its final report, **Directions**, the Committee prepared five booklets which contain background information. These are described briefly below.

DIRECTIONS: The Curriculum and Instruction Review was initiated as a means of assessing educational needs in Saskatchewan and proposing improvements to the education system. **Directions**, the final report, presents the major concerns, the Committee's response to those concerns, and the Committee's recommendations for educational improvement.

WHAT THEY SAID: The Curriculum and Instruction Review sought public opinion on education by distributing a questionnaire, holding public meetings around the province, and asking for the submission of briefs. **What They Said** presents the educational views of those people who responded to the Committee's requests.

SASKATCHEWAN EDUCATION: The Curriculum and Instruction Review proposed a number of changes that will affect the Department of Education. **Saskatchewan Education** outlines those changes and examines the role and responsibility of the Department in implementing the recommendations of the Review.

SASKATCHEWAN CHILDREN: The success of an education system is largely dependent upon its ability to respond to the needs of its students. **Saskatchewan Children** explores the unique characteristics of children in this province and the services that are available to meet their needs.

TOWARD THE YEAR 2000: Technological and social changes of the future will undoubtedly affect life on this planet. **Toward the Year 2000** examines the predictions of futurists as to how education should change in order to better prepare students for the future.

SCHOOL IMPROVEMENT: A school's environment has a profound effect on both the productivity and satisfaction of its students. **School Improvement** examines the effect of school environment on learning, and explores ways of building more effective learning environments in Saskatchewan schools.

Introduction

Is the education system meeting children's needs? Are young people learning what they will need to know to cope with the world of the '80s and '90s? Who should be responsible for policy and programs? Do schools provide the learning environment that children need? Are teachers successful in helping students learn? What should be kept and what should be changed in the present system?

The Curriculum and Instruction Review was established in the fall of 1981 to answer these and other questions about programs and policies which relate to curriculum and instruction. The Review was initiated as a means of determining the strong points of the education system and the aspects of the system that are in need of change.

To provide guidance and direction for the study, a Minister's Advisory Committee was established. Mr. Karen Rongve, a school principal and former president of the Saskatchewan Teachers' Federation, was selected as chairperson. Twenty-two individuals with a broad range of educational backgrounds and experience were appointed to serve on the Advisory Committee. Dr. Terry McKague, an executive assistant with the Saskatchewan Teachers' Federation, served as project co-ordinator. In addition, Department of Education staff members provided administrative assistance.

In order to fulfill its mandate, the Advisory Committee initiated several activities. Perhaps most importantly, it solicited opinions and comments from the public. A discussion paper and questionnaire were widely distributed to Saskatchewan residents. In addition, the Review sponsored a series of public meetings throughout the province at which members of the public were encouraged to present briefs and participate in discussions.

The Review also engaged in several activities of a less formal nature. A series of meetings were held with teachers, trustees, and educational administrators. An informal computer survey was part of the Department of Education display at Showcase '83 (a large teachers' convention) and Committee members appeared as guests on several open-line radio programs.

The purpose of the Curriculum and Instruction Review was to assess the adequacy of educational programs in meeting the present and future needs of Saskatchewan students. The study was intended to affirm the worthwhile features of Saskatchewan schools, identify areas that need further attention, and point the direction for future development.

The Questionnaire

A questionnaire was developed so that a large number of people might participate in the Curriculum and Instruction Review. It was accompanied by a discussion paper entitled "Issues in Schooling" which outlined many educational issues of interest to Saskatchewan residents and served as a stimulus for discussion and thought. The questionnaire and discussion paper were distributed to approximately 160,000 individuals in Saskatchewan. The distribution reached parents of school-aged children, and questionnaires were made available to interested educators and students. A total of 26,784, or a little over 16% of the questionnaires, were returned. Of those, 72% were completed by parents.

There were 3 major parts to the questionnaire. Respondents were asked to comment on school quality, school practices, and the purposes of schooling by indicating the extent to which they agreed with a series of statements. The questionnaire results are included in Appendix A.

The majority of people indicated support for much of what is taking place now. People felt that schools were doing the best jobs in developing academic skills of students, providing a variety of learning activities and courses of study, and organizing extra-curricular activities.

Respondents did express a number of concerns, among them that schools pay too little attention to individual students, that parents have too little say about what happens in schools, and that schools make too little use of community resources.

Students, in completing the questionnaire, were generally more critical of schools than were parents, teachers, or trustees. They agreed that schools pay too little attention to individual students and that schools make too little use of community resources. However, fewer students felt that teachers are enthusiastic. They thought that too much time is

spent memorizing facts and figures and that students have too little say about what they do in school.

More than 500 people enclosed letters with their questionnaires; another 3,000 wrote comments directly on the questionnaire. Most of the letters and comments were written by parents, with only a small percentage coming from students and teachers.

While many topics were addressed in the letters and comments, the majority of topics related to students' daily experiences in school. Most of the comments centered on aspects of education controlled by the teacher, the principal, or the school board; very few comments addressed issues which fall directly under provincial control.

Some comments were made about specific academic subjects. For the most part, these comments related to subjects now offered in the school and there were few requests for additional academic content or new subjects.

Public Meetings

Thirty-four public meetings were held throughout the province. The dates and locations of these meetings appear in Appendix B. Each meeting was attended by members of the Curriculum and Instruction Review Advisory Committee. Attendance by members of the public ranged from under a dozen people to over 140.

Although it was difficult to ascertain the backgrounds of people present at the public meetings, those attending were generally parents, teachers, and trustees. Teachers expressed a keen interest in the meetings, and in some cases made up over half of those attending.

A similar format was used for most of the meetings. Each began with the presentation of briefs and submissions. Then a brochure which provided the preliminary results of the questionnaire was distributed and discussed briefly. Next, the people attending the meetings were divided into small groups for discussion. Near the end of the meeting one member of each group reported back to the meeting as a whole. The only exceptions to this format occurred in Regina and Saskatoon, where the presentation of briefs occupied the full day.

A total of 156 written briefs ranging from 1 to 66 pages in length were submitted to the Curriculum and Instruction Review. The briefs came from individuals and from a wide variety of groups and associations. Most were delivered at public meetings, but a few were mailed directly to the Review and were not presented to the public. A complete list of the briefs appears in Appendix C.

Briefs from organizations generally contained requests that certain material or courses be developed and inserted into the curriculum.

Briefs from individual teachers and from teachers' groups addressed the process of teaching as well as the content taught. Briefs from teachers also tended to address issues related to the structure of the education system. Program delivery and curriculum development are two examples of issues of concern to teachers.

Briefs from individual members of the public were very diverse and consequently were difficult to categorize. The content of these briefs ranged from descriptions of particular problems with specific teachers to discussions of philosophical issues.

The issues raised during the discussion period at the public meetings were very different from those discussed in the briefs. The people participating in group discussions tended to focus on students' daily experiences at school rather than on the curriculum or the content of the educational program.

Comments made at the public meetings suggested that there is a high level of satisfaction with some aspects of the school system. The fact that education is free and available to all was frequently recorded as one of the strong points of the system. Many of those attending the public meetings praised the Curriculum and Instruction Review, mentioning that the Review was an indication of the education system's ability to look at itself and make changes.

In the afternoons prior to the public meetings, members of the Curriculum and Instruction Review Advisory Committee visited local high schools whenever possible and met with groups of students.

Eleven of 34 public meetings were held in Northern communities. Like public meetings in other areas of the province, they began with a presentation of briefs. Group discussion and recording of comments followed the presentations.

The results of these meetings illustrated that Northern communities have unique concerns and needs. Programs and structures which work well in the South may not be useful or relevant in the North.

Informal Input

There were 3 major types of informal input to the Curriculum and Instruction Review. The most important of these was a series of meetings held between members of the Curriculum and Instruction Review Advisory Committee and groups of teachers and others in the educational field. Attendance at these meetings with educators varied from under 12 to over 130 individuals. Unlike comments made by the public, the comments of teachers tended to emphasize issues and problems which confront them daily in the classroom and issues which relate to the structure of the education system.

A second type of informal input came when members of the Committee appeared as guests on 4 different open-line radio programs. These programs began with a description of the structure and objectives of the Curriculum and Instruction Review, after which members of the public were invited to telephone to ask questions or express concerns.

The computerized survey conducted at Showcase '83 provided information which can be seen as an interesting supplement to the other findings of the Review.

Summary

The Curriculum and Instruction Review gathered approximately 40,000 written pieces of data. In compiling and organizing the results, the Committee found that several trends or recurring themes became apparent. Members of the public were not in complete agreement on any one topic, but on many topics a large number of people voiced similar opinions or concerns. The Committee was able to use these trends as indicators of general satisfaction or dissatisfaction with aspects of the education system. In some cases, the Committee saw the concerns voiced as symptoms of larger problems.

The public input segment of the Curriculum and Instruction Review was invaluable. The Committee thanks those people who responded to the request for assistance.

What They Said

Saskatchewan people care about education. Parents, teachers, students, and other interested individuals and groups were forthcoming with a range of suggestions when given the opportunity to present their ideas. What exactly is taught in schools was the major concern of parents. Teachers were concerned with how curriculum is developed and with provincial program policy. Students were primarily concerned with the relevance of school to functioning in the work world after graduation. Beyond these generalizations, there were a number of specific groups which had concerns related to their individual life styles or geographic locations. There were issues, such as moral or spiritual education, which arose a number of times but drew no general agreement. There were other issues, such as schooling and the future, which were of concern but were difficult for people to explain.

All told, the public provided the Curriculum and Instruction Review with background information on a wide range of topics. It is impossible to present all of the concerns and opinions expressed, but the material Saskatchewan people presented can be summarized. Here, then, is what they said.

"As a school administrator I find it sometimes frustrating to reconcile what I'd like our schools to accomplish with what it is possible to achieve in a system like ours."

The Role of the School

The importance of developing the skills of reading, writing, and mathematics was affirmed in the questionnaire results. Learning to get along with others was also seen as important, as was acquiring knowledge and learning to examine and use information.

Great concern was expressed at public meetings and in briefs that schools are being expected to solve all the problems of society. One writer said, "Realistic goals for education must be established. Schools cannot be all things to all people." Another writer said, "The premise that the schools should be expected to solve the social and emotional ills of society in general and of individual students in particular, is false." Many comments indicated people felt too much is being asked of the school.

Students had somewhat different opinions regarding the purposes of schooling than did parents, teachers, and trustees. Although they considered developing the skills of reading, writing, and mathematics to be

important, they saw developing skills to enter a specific field of work as one of the most important purposes of schooling.

Teachers commented on society's expectations of the school. They mentioned that many demands are placed on the school by various organizations, and they worried about the extent to which pressure groups are able to get their particular points of view adopted by the school system. Teachers felt that schools are being asked to accept more and more responsibility for correcting society's problems and are expected to respond to a great range of requests from the public.

Goals of Education

"The sole purpose of the school system should be to develop academic excellence!"

There are a great many possible goals for education. Goals can relate to students' academic, physical, social, aesthetic, and moral development. They can be vocational or intellectual, long or short-term. The goals of schooling can also relate to society's wish to perpetuate itself. The school is often seen, along with the family and the church, as one of the foundations of our society.

There was strong agreement by the individuals and organizations participating in the Review regarding the school's responsibility to provide instruction in the basic skills. Beyond that, a range of other goals were suggested by participants: the school should prepare students for the future, the school should provide job training, or the school should help students develop interpersonal relations skills. Opinion varied on the importance that should be placed on these other goals.

This diversity of opinion was particularly evident during discussions of goals relating to the teaching of values, morality, and religion. These were emotional issues, and some people felt strongly that one of the major goals of schooling should be to promote a particular religious and moral philosophy. Others were completely opposed to the school having any responsibility whatsoever in these areas.

"More courses should be created to give you better preparation for the everyday life problems, courses which would help you train for a job."

Students generally felt that schooling should provide them with basic academic skills and with the skills necessary to get good jobs and live successfully as adults. While students in both Northern and Southern Saskatchewan expressed concerns about the future, the Northern students placed more emphasis on a good education as a way of coping with the future. Students attached more importance

to the social role of the school than did adults. Meeting friends and socializing at school was important to adolescents.

There was, then, a great deal of interest in the goals of education. As a way of clarifying those goals, several educational organizations advocated the development of a new provincial statement of educational goals.

Basic Skills

Some members of the public expressed concern that the schools have moved away from a basic academic education. The results of the questionnaire, however, indicated that the majority of respondents felt that teaching the basic skills is one of the things Saskatchewan schools do best.

Although people in the province did not generally feel that the teaching of basic skills is currently inadequate, there were many comments reaffirming the importance of retaining the basic skills in the curriculum. Unanimous support was expressed for the teaching of mathematics and language arts.

The briefs contained relatively few references to the teaching of basic skills. Where basic skills were mentioned, it was always to emphasize their importance.

Additional Content

The briefs contained numerous and varied requests for the inclusion of additional content in the program of studies. Over 50 different content areas were mentioned as being important parts of the curriculum. They included such varied topics as: sexual equality, death and dying, media literacy, multi-culturalism, sex education, human rights, environmental education, agriculture, first aid, heritage language, alcohol and drug abuse, cults, creation science, and Christian ethics.

Frequently, those requesting additional curriculum content asked that a new and separate course be established. Occasionally, however, it was suggested that the subject be integrated into the existing curriculum. Integration was seen by some as an alternative to adding more and more content to school programs.

The large number of requests for content provides a good illustration of the fact that, in our pluralistic society, the school is expected to meet the demands of many different groups and individuals. However,

parents and teachers stated that the school should not be easily accessible to any group that feels it has a message for children.

Although there were varied opinions on what should be taught in school, there were some areas of agreement. A concern that students learn material which will be useful to them in the future appeared in many of the briefs. Most often this concern was linked to a desire to have students learn more about computers. However, in a few cases it was suggested that the school curriculum should prepare students for a life of change and job mobility.

"You should learn more things that you will use after school."

Students were definite in their opinions about the future. Repeatedly, they stressed that the school should provide them with practical skills to enable them to get good jobs and live successfully when they leave school.

There was agreement that a high level of Canadian and Saskatchewan content is desirable in the curriculum and in resource materials. Concern was expressed that this content is omitted in the curriculum development process, and that resource materials are too often American produced and outdated. Lack of Saskatchewan and Canadian content, it was felt, contributes to the irrelevance of subject matter in the classroom.

"Teach up to date material from Canadian textbooks."

There was no consensus regarding the range of courses which should be available to high school students. Some respondents felt students should have a variety of options, while others felt there should be minimal choice and that all high school students should be required to take the same courses. Students themselves commented that they liked having a wide range of classes from which to choose.

There was a great deal of support for the concept of career related classes and services which inform students about the many different careers open to them. The majority of those commenting felt that students should be aware of career choices by the end of high school.

Technical-Vocational Education

Technical-vocational classes were considered by some to be a good alternative for students who are not academically inclined. Others saw them as a practical way for all students to acquire useful, job related skills. There were a few suggestions that the school should provide academic training only and not concern itself with the technical-vocational area.

In keeping with their concern for relevance of course content, students indicated that schools should place more emphasis on life skills and job training.

Second Language Education

"A second language should be started at a very young age. Grade 7 is too late for French."

Second language instruction and cross-cultural issues were also discussed. Second language instruction, generally French education, was viewed as important by the majority of respondents. Parents felt that knowledge of a second language gives their children a definite advantage in the job market and enriches their personal growth. One parent said, "French and English are not only very important in Canada but also are the two most universal languages in the world. We feel it is very important that our children become fluent in both languages." It was felt that language training programs should begin at kindergarten or grade one. Programs which begin at grade 7 or 8 were seen as much less effective.

It should be noted that, in spite of the general support for second language instruction, there was scattered opposition to second languages. In particular, there were a few very strong objections to any French whatsoever in the school system.

Several comments suggested that languages other than French and English should be available.

Fine Arts

"Creative writing courses should be available, apart from the normal English programs, in all possible schools at all possible levels."

There was mixed opinion about the value of fine arts. While the questionnaire results gave the arts a comparatively low priority in schools, several briefs expressed the view that more time should be given to developing concepts and skills necessary for understanding and appreciating music, drama, dance, and the literary and visual arts.

Computer Education

There was strong support for more classes being available in computer science for students of all ages. Both parents and teachers expressed concern

about the increasing need for people to understand computer technology, and computer education was seen as a necessary part of educating for the future.

Physical Education

Two somewhat contradictory themes appeared in the remarks on physical education. The importance of physical fitness was stressed, particularly by parents of elementary school children. At the same time, there were many complaints about the emphasis on sports and physical education in the school program. It was often felt that time spent on physical education would be better used in academic studies. Concerns about the competitive nature of the athletic program were frequently expressed.

Moral/Spiritual Education

Lack of agreement was particularly evident on curriculum topics with moral, religious, or value implications. Some briefs suggested that the content of the curriculum should include such topics, while others emphasized that the school has no role or responsibility in these areas. A range of opinion was expressed on sex education, family life education, creation science, and Christian values.

"Schools should teach religion in a non-denominational manner."

Like the briefs, the comments from the discussion sessions contained many references to issues related to values and religious beliefs. While opinions varied, the majority of the comments supported the teaching of creation science and Christian values. In comparison to the briefs, there were relatively few comments made on family life education and sex education. Where these topics were mentioned, opinions were divided.

There was little agreement as to what the relationship between the home and the school should be. Some people expressed concern that the school is taking over the responsibilities of the home and the church. Others suggested that the school should not teach values and ethics directly but instead should support the values of the home. Still others felt that the school has a responsibility to teach values and ethics directly and that such teaching should be consistent with what is taught in the home.

"My husband and I object strongly to religion in the schools. Religion is a private matter for the home and the Christian values are no more valid than any other belief's values."

Curriculum Development

Although a few parents mentioned curriculum development, the majority of concerns came from educators. Many of the teachers' concerns stemmed

"Too often curriculums are tied too closely to a specific textbook. Somehow teachers have to be convinced to deliver a program and not teach from a text."

from frustration at not being sufficiently involved in something that so directly affects them. Teachers questioned who should be responsible for making the decision to revise a curriculum: the Department of Education, a Minister's advisory committee, or teachers themselves.

The process by which new curricula are developed was also criticized. It was felt that at the present time too few practicing teachers and parents are involved in the process. There was support for the contracting of full-time curriculum developers who would report to a larger advisory committee. This structure was seen as being more efficient than the present curriculum committee arrangement. Other participants suggested that a full-time curriculum writer be employed to write for an advisory committee.

"In the past, many changes have been made in the course of study without consideration as to the ready availability of resource materials for students."

Some teachers commented on the length of time taken to develop new curricula. They considered some curricula long overdue for revision, and expressed a fear that curriculum guides are being geared to the past rather than the future. On the other hand, some teachers commented that curricula change too rapidly.

Matching curricula with resources appeared to pose a problem. Several briefs suggested that changes in curricula should take place only when the necessary resources, facilities, and equipment to support the new programs are in place in the schools. It was suggested as an alternative that grants to buy the necessary materials and equipment become part of the implementation of new curricula.

Methods of implementing new programs of study was another area of concern. Most teachers felt that they should be provided with inservice education and detailed instructions for implementing new courses of study.

Some teachers mentioned the relationship between the curriculum and the textbook. In this area there was no consensus of opinion. Some teachers felt that the curriculum and the textbook should be one and the same, while others advocated dropping the multi-text approach. Still others stressed that teachers should deliver a program and not teach a textbook.

Teachers in attendance at the meetings expressed concern about the "add-on" curriculum. Some teachers felt that new content was continually being added to the school program without anything being

deleted. Several briefs included the comment that school time is limited and so is the amount of content which can be taught.

Curriculum Guides

The dissatisfaction of teachers with curriculum extended to the content and arrangement of curriculum guides. The guides were criticized for being too vague, too long, too complex, and too technical. Some suggested that the provision of guides with more specific directions would be more appropriate for most teachers. Curriculum guides were also criticized for not providing guidance for teachers in special situations such as multi-graded classrooms and small rural schools.

Division I and II Program

With only a few exceptions, individuals attending the public meetings expressed concern about the heavy programs in Divisions I and II. Comments were made about the amount of material covered, the complexity and difficulty of the material, and the amount of homework. The recurring phrase "too much - too soon" sums up many of these concerns.

Remarks in the questionnaires about the Division I and II programs were consistent with those made at the public meetings. There were frequent requests to reduce the volume of work, level of complexity, and amount of homework for Division I and II students.

"Childhood is very short, and these kids have the right to be children."

Kindergarten Program

It is interesting to note that the concern for heavy program in Division I and II did not extend to the kindergarten program. Comments in both letters and briefs suggested that the kindergarten program is too easy. While there were a few exceptions, the general feeling seemed to be that kindergarten children are ready for more basic skill instruction than is presently being provided.

Continuous Progress

In 1963, Saskatchewan Education adopted continuous progress as a means of moving students through the school system at individualized rates.

During the public involvement component of the Curriculum and Instruction Review, continuous progress was often mentioned by teachers and, less

frequently, by parents. All agreed that continuous progress is a good idea, but that the plan is not working well in practice. "Continuous progress is more idealistic than realistic" was a common statement. There were few suggestions as to how it could be made workable. Nor were there any suggestions as to what, if anything should replace it.

Individual Needs

"We agree wholeheartedly that the extent to which a school discovers and provides for the individual needs of its students determines the adequacy of its educational program."

The questionnaire results, briefs, and public meetings all affirmed the need to provide for students' individual differences. Special programs were requested for gifted, mentally handicapped, and learning disabled students. Many people felt that vocational classes should be available for students who are not academically inclined. There was a strong feeling that, although exceptional students should be provided with special programs, other students should not be left without individual attention.

A low pupil/teacher ratio was seen as one means of ensuring that individual needs are met. There was a strong feeling that each student should receive individual attention from the teacher for some portion of the day.

Most of the teachers discussed the needs of individual children and were well aware of the importance of providing each student with personal attention. The comments from the informal meetings indicated that teachers experience a high degree of frustration because time demands and other pressures make it difficult to individualize to the extent that they would like.

Individualization and personalization are important to the people of Saskatchewan. The responsibility of the school to meet the needs of individual children was one of the strongest and most consistent themes running through the data collected during the Curriculum and Instruction Review.

Promotion

Promotion policies were discussed from time to time. Some parents and teachers felt that a child who does not master the work designated for a particular grade should fail the grade. Others felt that children should always be moved on to the next grade with a learning plan suited to their particular needs.

Evaluation

Evaluation of students was of concern to some members of the public. There were some suggestions that provincial examinations for all grade 12 subjects would be desirable.

Parents of elementary students sometimes commented that their children's work was not corrected. Generally, parents wanted children's work to be corrected daily by the teacher rather than by other pupils.

Discipline

The topic of discipline arose relatively infrequently. The few people who did comment on discipline felt that discipline should be firmer and that students should be provided with more guidance regarding their behavior. Parents with students in grades 7 to 9 appeared to be most concerned about school discipline.

Homework

In today's society the student who works at a paid, job after school and on weekends is a common phenomenon. Some students indicated that their jobs leave them little time for homework and that teachers fail to recognize this fact. They stated that teachers assign far too much homework. The following comment was typical of students' feelings on the topic:

"Students must be recognized as people that have jobs to think about and their own private lives. Some teachers think that we have all the time in the world for homework, it just is not that way!"

On the other hand, many teachers and parents commented that Division IV students were not assigned enough homework.

Extra-Curricular Activities

Parents expressed satisfaction with the extra-curricular activities offered by the schools. There were, however, criticisms regarding the competitive nature of many school sports.

Student Autonomy

Without exception, high school students liked the open campus concept in which they are allowed to leave school grounds during spares. This is in direct

contrast to adults attending public meetings, who almost unanimously objected to the open campus concept and, indeed, often objected to the whole idea of spares.

Students also suggested that schools pay too little attention to individual students and that students have too little say about what they do in school. There were several remarks about student smoking lounges, with some students in favour and some opposed.

Social Aspects of School

Many students' comments related to the social aspects of schooling. Relationships between students were seen to be very important. The opportunity to meet friends and socialize was preceived by students as one of the major benefits of attending school. As one student said, "One thing I enjoy about school is being with my friends. School is what brings friends together." In addition, students frequently commented on school spirit, usually indicating that their school needed more school spirit.

Sexual Stereotyping

A few briefs suggested that sexual stereotyping should be avoided both in the content of the curriculum and in the treatment of school children. Boys and girls should be given an equal opportunity to take all subjects. This was a particular concern in regard to home economics and industrial arts where students are sometimes placed in programs on the basis of their sex.

These briefs also emphasized that children should not be channelled into career paths on the basis of sex and that girls as well as boys should be encouraged to take subjects such as math, physics, and computer science. The briefs did not include any support for the teaching of traditional sex roles, although one or two comments in favour of traditional roles did appear in the letters which accompanied some of the questionnaires.

School Facilities

There were a number of positive comments about school facilities. The quality of buildings and equipment was praised by many.

Student remarks tended to center on the small physical pleasures and comforts of daily life.

Cafeteria food, school heating systems, the level of cleanliness in school bathrooms, and the hardness of the chairs were mentioned.

Resource Centres

There was consensus that libraries are important and that the curriculum should be supported by good instructional resources. Small schools were of particular concern because of inadequate resource facilities. Parents and teachers expressed the need for greater emphasis being placed on resource centres.

"Small school libraries are still a soft spot. New curricula approaches will continue to have little depth without resource reinforcement."

Guidance Counsellors

Parents, students, and teachers all expressed a desire to see more guidance services in schools. Good counselling was seen as necessary to support an increased emphasis on career awareness.

"High schools should provide more guidance to assist the student in choosing a career."

Parental and Community Involvement

The importance of good communication between the school and the home was mentioned frequently. Parents expressed a desire to have more say in the educational process and more input into the decisions which affect their children. They felt that the school should be adaptable enough to respond to their concerns and dissatisfactions. Trustees expressed a desire for parents to have a greater voice regarding what happens in schools. Many people suggested that more use should be made of community resources.

Some participants in the Review lived in areas where there are community schools. Under the community schools program, schools which meet certain criteria are provided with additional support so that the interaction between them and the community can be expanded. Support for the concept of community schools was expressed in those areas.

Native Education

At the public meetings held in the South there were very few comments about the education of Native students. The opposite was true in the North. All students and most parents saw the value of teaching Cree. This was not always true of teachers, some of whom saw Cree instruction as cutting into the time available for English. In the North there was also support for instruction in Native culture, history,

"The teachers need cross-cultural training and a better understanding of Native culture and realities. There is not just one method of teaching."

and traditional arts and crafts. One student said, "Dene history is important because it's good to know about the olden days and your ancestors for the pride." The lack of curriculum guides and scarcity of ready-made instructional materials were seen as impediments to the development of Native language and cultural programs. The need for teachers to have adequate cross-cultural training was expressed.

Education in Northern Saskatchewan

The schools in Northern Saskatchewan presently fall into 1 of 4 categories:

- schools administered by the Northern Lights School Board
- schools administered by independent school boards
- schools administered by the Federal Government
- schools administered by Indian bands.

The Department of Education's Northern Education Branch provides services to the Northern Lights schools and those administered by independent boards.

Individuals attending the 11 public meetings held in the North identified many positive aspects of Northern education. Teachers were seen as one of the major strong points of the system and parents recognized their commitment and concern. Statements like "teachers care" and "we have many dedicated teachers" were common throughout the North. Parents also acknowledged the effort that teachers put into adjusting the curriculum to meet the needs of students. This was particularly evident at the elementary level in relation to basic skill development.

There was appreciation for teachers' attempts to include the community in the school program. Communication programs and the work of school-community co-ordinators serve to bring school and community closer together. Those attending the public meetings also saw the increase in the number of Native teachers as a positive step for Northern education, and commented upon the excellent facilities that exist throughout the North.

Local control of the school was an important issue for Northern parents. In some communities, substantial local control exists and in these locations it was seen to be one of the strengths of the system. In other communities more local control was desired.

"We wish our school to be operated by our band, by our own elected representatives, our people and under our constitution." Parents lacked faith in the Department of Education and in the Northern Lights School Board. They felt that these organizations did not understand or value their problems. Many parents made reference to the trend toward band controlled schools and local school boards, and saw these organizational structures as ways to help solve their problems.

Parents would like greater flexibility in several aspects of the school program. A more flexible curriculum would allow teachers time to build the self-concept of students. More flexibility was also desired with regard to attendance. In the North, students are often required at different times of the year to participate in family activities such as fishing and trapping. The structure of the current system makes it difficult for students to re-enter school after they have been away for a period of time. Parents felt that the school should adjust its programs to meet student needs.

Many parents expressed a concern about the lack of Native language instruction in the schools. Instruction in Native history and culture was also considered to be important.

Finally, parents expressed a desire for their children to become familiar with a range of career options. The lack of career counselling in the schools was seen as a problem.

For the most part, teachers recognized the unique demands of Northern education. They valued the opportunity to exercise their professional autonomy and adjust programs to local needs. The extent to which they are able to be flexible varies considerably from school to school.

Some Northern teachers saw a need for more instruction in Native languages in the North. They noted a decrease in the use of Native languages by students. They spoke positively about the Northern Teacher Education Program (NORTEP), indicating that the program provides extremely good preparation for teaching in the North.

The need for relevant materials in areas such as Native languages, history, and culture was the most frequently mentioned concern of teachers. Teachers were aware that a wide variety of materials are produced in the North, but were frustrated by the

"The Department of Education's school year exhibits little regard for the traditional occupations of many members of our community. We are desperately working to preserve our traditional means of livelihood (hunting, fishing, and trapping). . . These occupations involve co-operative family efforts which require that all members of the family leave the settlement for extended periods of time, especially in the spring and early summer."

lack of an adequate clearing house or distribution system for these materials.

Teachers expressed appreciation for the consultative services provided by the Northern Education Branch. At the same time they felt a real need for increased consultative services in the area of materials, textbook, and program selection to help them meet the special needs of students. They saw an increased role for the Northern Education Branch of the Department of Education in this area.

A closely related issue was inservice education. Teachers viewed this as a high priority. They felt that because of distance and cost they are unable to take advantage of the many inservice activities that are available to teachers in Southern Saskatchewan.

Northern students had many comments regarding their education. They considered good school facilities and the commitment of teachers to be the best features of the education system in the North. The extra-curricular program offered in most schools was rated highly by the students.

A concern for the future and a desire to get a good education were evident in many of the students' comments. In this regard, the remarks of Northern students were very similar to those made by students from the South. Many Northern students saw the development of skills in language and mathematics as necessary to further education. They requested greater flexibility in these programs to allow for mastery of skills.

Students were concerned about funding to help them complete their grade 12 when a full high school education was not available in their community. They were equally concerned about funding to attend post-secondary institutions. Many of them saw the future as hopeless without money to help them learn a trade or acquire post-secondary education. Students also requested some flexibility in post-secondary institutions so that courses such as industrial arts and home economics would be accepted in meeting entrance requirements. Students saw career counselling as important in helping them make choices about their future and expressed a desire for increased programs of this type.

Many students' comments centered on specific school programs and practices. In larger centers, students recognized and valued the choice of subject offerings, yet some students were frustrated by the school's inability to adjust to their needs. Some

wanted more exposure to trade courses, while others wanted additional cultural activities included in the school program.

Classroom atmosphere was another topic raised frequently. Numerous students stated that their classrooms contain too many students who don't really want to be there. These students tend to disrupt the school and make life difficult for both their fellow students and their teachers.

Education in Rural Saskatchewan

A theme which ran throughout many of the briefs was the status of education in rural Saskatchewan. It was important to those writing briefs that small rural schools stay open and that they offer good educational programs. Parents and teachers expressed a wish that education in rural centers be equal in quality to the programs offered in larger communities. Several briefs proposed changes in the grant structure to provide additional funds to rural schools.

"Busing is a PAIN. Students are cooped up and bounced around too many miles each day at such an early age."

It was extremely important to the residents of rural Saskatchewan that adequate equipment, supplies, and instructional resources be available. The possibility of using correspondence education in rural centers was mentioned occasionally, but was viewed with reservations.

The impact of declining enrolment on rural centers was discussed often. There was opposition to multi-graded classrooms which were seen to be the result of lower enrolments. One parent summarized her feelings about multi-graded classrooms this way: "Split classes — no no no no NO."

"I feel in the smaller rural schools students do not have the same opportunities as city students because of budget and resource limitations."

Busing was another rural issue. Parents were concerned about the number of hours their children spend on the school bus, and feit that teachers often do not take this time into account when assigning homework. A few people also noted that bus travel prevents students from using gym facilities after school and participating in extra-curricular events.

People want rural schools to remain open. There was considerable feeling that the school is essential to the continued existence of the rural community. "Our schools are the heart of our community. Without them our small towns die."

"So much depends on personal relationships. If a child has a well-trained, caring, intelligent, appealing teacher, deficiencies in program guidelines are not very important as long as the teacher has access to resources. However, a wonderful program doesn't mean anything if a bond does not exist between teacher and student."

"As a parent I see how my children appreciate a kind, loving teacher."

Teachers

Remarks made by parents emphasized the important role of the individual teacher. Comments such as "Teachers are THE MOST IMPORTANT link in our whole educational process" and "There will never be a substitute for a good teacher and atmosphere" were common. In many cases, the quality of education was linked directly to the teacher rather than to the curriculum or to other factors outside the classroom. The teacher/pupil relationship was another issue mentioned frequently. To those attending the public meetings, good teachers are those who have the ability to establish rapport with their pupils. Genuine understanding of and affection for children were seen as being equal in importance to academic knowledge. While there were some negative comments, there was also a great deal of praise for Saskatchewan teachers during the discussion sessions. Many people felt that caring, concerned teachers are one of the strong points of the education system.

As with those who attended the public meetings, the people who included comments with their questionnaires recognized the importance of the individual teacher. Again, the relationship between teachers and pupils was viewed as being of great importance. There were some comments about the quality of Saskatchewan's teachers. In some cases teachers were lavishly praised, in other cases criticized, but the majority of respondents recognized that teachers vary in ability and commitment to their profession.

Some concern was expressed about the lack of measures which might be taken to remove poor teachers and administrators from the schools. There were a few respondents who advocated the abolition of the tenure system and others who suggested that teachers and principals should be moved to a new school every 3 to 5 years.

Students also considered the student-teacher relationship to be very important. Students tended to prefer those teachers who offered them some degree of autonomy and treated them with respect.

School and the Future

People felt that schools were not doing a particularly good job of teaching students what they need to know to cope with the world of the '80s and '90s. Concern for children's ability to live in and adapt to

a changing world was an important theme in the information gathered during the Curriculum and Instruction Review.

Student comments tended to contain many references to specific subjects perceived to be useful in preparing for the future. Generally, computer science and vocational courses were liked and students expressed a desire for more courses of this type.

A Word from the Committee

The Curriculum and Instruction Review included 3 key components. Those were: public involvement, the commissioning of studies, and Committee deliberation. The public involvement component acted as a needs assessment and provided the Committee with a base against which its decisions could be measured.

Although many of the concerns expressed by the public were very specific in nature, the Committee found that some broad concerns were evident. Curriculum content and curriculum development were frequently mentioned, as were the goals of education. Many improvements were suggested in the areas of Indian/Native and Northern education. In fact, increased attention to all students' individual needs was requested throughout the province. Local and community involvement were major concerns, and parents, teachers, and students repeatedly expressed their desire to see education change to keep pace with the future.

What the Committee was told by the public greatly influenced what it attempted to accomplish throughout the Review. In particular, five of the Committee's aspirations grew from needs that became evident during the public input component. After examining the information gathered, the Committee set out to:

- better prepare students for the future
- ensure quality education in all schools in the province
- better serve the needs of individual learners
- attend to the unique needs of Northern and Indian/Native students

- provide more efficient planning strategies, including improved designs for curriculum development and local school planning.

The public involvement component of the Curriculum and Instruction Review did not provide the Committee with the concerns of every person in the province. When the information collected was examined, however, trends or patterns became obvious and gave the Committee a good indication of the direction that education in the province could be taking.

While the trends or patterns identified were used by the Committee to plan in a provincial sense, it is hoped they will be of use to boards of education as well. Every school division has unique needs, and the Committee hopes its information will be used as a basis for questioning and assessing what those local needs are.

The Curriculum and Instruction Review Committee was pleased to find that the people of the province are satisfied with many aspects of the school system. With continued co-operation, parents, educators, and all those involved in educational planning can work together in an effort to refine the system and provide an education that reflects the aspirations of Saskatchewan people.

APPENDICES

APPENDIX A: QUESTIONNAIRE RESULTS

Part 1: Background

1. Which of the following best describes where you live? Please check (✓)

		%
on a farm or ranch	6,588	28
in a community under 1,000	3,427	15
in a community over 1,000/under 5,000	2,741	12
in a community over 5,000/under 50,000	4,433	20
in a community over 50,000	5,735	25

2. If you have children in school, please check (✓) those grades in which they are enrolled.

Kindergarten	12%	1	13	4	13	7	12	10	11
		2	13	5	13	8	12	11	10
		3	13	6	13	9	12	12	9

3. Please check (✓) those that apply to you. I am a...

		%
parent/guardian	18,979	72
teacher	1,761	7
educational administrator	316	1
school trustee/school board member	665	2
student	4,319	16
other	341	1

Part 2: School Quality

Let us know how you feel about schools in your community. Place a check (✓) beside each statement below the rating (Very Good, Good, etc.) that best expresses your opinion. If you feel that schools should not be involved in some things, check "Should not be Involved".

Rank	How good are schools at each of the following?	Very Good	Good	Need Some Improvement	Need A Lot of Improvement	Should not be Involved
12	1. Teaching students what they need to know to cope with the world of the '80s and '90s	7%	49%	34%	9%	%

[8]	2. Meeting our children's needs	9	55	30	6	
[5]	3. Providing effective teachers	16	51	26	7	
[13]	4. Helping students with special needs	14	41	33	11	
[2]	5. **Developing the academic skills of students**	14	61	21	4	
[9]	6. Developing the personal growth of students	8	55	29	6	2
[11]	7. Teaching important values of our society	9	48	31	9	2
[10]	8. Having students progress at their own rate	10	48	31	10	1
[7]	9. Communicating with parents	16	48	25	9	2
[4]	10. **Helping students get along with others**	11	60	22	5	1
[3]	11. **Providing a variety of learning activities and courses of study**	19	54	20	6	
[6]	12. Teaching about Saskatchewan and Canada	13	53	24	9	
[1]	13. **Organizing extra-curricular activities**	21	54	16	5	2

Part 3: School Practices

How do you feel about what happens in schools? Give us your ideas about each of the following by circling the number that best expresses your opinion. For example, circling the number 5 indicates that you strongly agree with the left-hand statement. Circling number 1 would show strong agreement with the right-hand statement.

	Rank: 1 — 13	%						
1.	Parents have too much say about what happens in schools	5	7 4	3	47 2	1	45	Parents have too little say about what happens in schools [3]

2.	School standards are too high	5	17 4	58 3	2	24 1	School standards are too low	[11]
3.	Schools are trying to solve too many problems of society	5	20 4	52 3	2	28 1	Schools are trying to solve too few problems of society	[9]

Part 4: Purposes of Schooling

Listed below are some possible purposes of schooling. Please check (✓) the importance you assign to each.

Possible Purposes of Schooling	Rank	Importance: Very Important	Important	Somewhat Important	Not Important	No Comment
1. **Learn to respect and get along with people**	[2]	73%	23%	3%	%	%
2. Develop pride in self	[5]	63	29	6		
3. **Develop skills of reading, writing and mathematics**	[1]	80	18	1		
4. Support ethical and spiritual development	[11]	26	35	27	7	4
5. Develop good citizenship	[7]	45	41	11		
6. Promote awareness of current problems and issues	[9]	33	49	16	1	
7. **Encourage the understanding and practice of family living skills**	[10]	33	39	21	5	2
8. **Practise and understand the ideas of health and safety**	[8]	42	42	14		
9. **Develop skills to enter a specific field of work**	[6]	52	30	13	4	
10. **Learn how to use leisure time**	[12]	23	36	28	10	2

11. Foster appreciation of culture and beauty in the world	13	21	40	31	5	2	
12. Acquire knowledge	3	67	28	4			
13. Learn how to examine and use information	4	67	28	4			

5	4. Teachers are enthusiastic	40	34	25	Teachers are indifferent		
7	5. Students spend too time memorizing facts and figures	32	49	19	Students spend to little time memorizing facts and figures		
	6. School discipline is too firm	10	50	39	**School discipline is too slack**	6	
12	7. Students have too much homework	23	59	17	Students have too little homework		
	8. Schools make too much use of community resources	4	48	47	**Schools make too little use of community resources**	2	
1	9. **Schools play too little attention to students as individuals**	51	42	7	Schools pay to much attention to students as individuals		
	10. Too much money is being spent on school libraries and resource materials	9	48	42	**Not enough money is being spent on school libraries and resource materials**	4	
13	11. School subjects are too difficult	18	70	11	School subjects are too easy		
	12. Students have too much say about what they do in school	16	53	31	Students have too little say about what they do in school	8	
	13. Schools fail too many students	7	65	27	Schools pass too many students	10	

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ERRATUM

Re: Appendix A

On page 34, numbers 4 to 13 should follow number 3 at the top of page 33.

APPENDIX B:
Schedule of Public Meetings

January 31, 1983	— Cumberland House
February 13	— Creighton
February 2	— Sandy Bay
February 3	— Deschambault Lake
February 8	— Lloydminster — Melfort
February 9	— Meadow Lake — Nipawin
February 10	— North Battleford — Hudson Bay
February 14	— Kindersley
February 15	— Assiniboia — Maple Creek
February 16	— Shaunavon
February 17	— Swift Current
February 22	— Raymore — Outlook
February 23	— Humboldt — Moose Jaw
February 26	— Saskatoon
February 28	— Melville
March 1	— Estevan — Whitewood
March 2	— Yorkton — Weyburn
March 5	— Regina
March 7	— Green Lake
March 8	— La Loche
March 9	— Buffalo Narrows
March 10	— Beauval
March 11	— Ile a la Crosse
March 14	— Prince Albert
March 21	— La Ronge
March 22	— Pinehouse

APPENDIX C:
Briefs Submitted to the Curriculum and Instruction Review

Brief No.

1. Humane Education, A Life Skill — Peter East — Saskatchewan Society for the Prevention of Cruelty to Animals
2. Skills: Vocational Education — H. R. Lang
3. Native Curriculum — K. Forster
4. Treaty Indian Position — Cornelius Ballantyne — Peter Ballantyne Band
5. Thoughts Toward Drama Curriculum — Saskatchewan Drama Association
6. Calculus in High School — Tisdale Home and School Association
7. Equality of the Sexes in Education — Nipawin Branch of the Women in Education
8. The School Library Resource Center — Victor Fast
9. Issues in Schooling — Kate McCorriston — Wagner School Staff
10. Media Literacy — Mel McCorriston
11. Educating for the Future — James Weseen
12. Objectives of Education — Larry McCrady
13. Curriculum and Instruction — Suggestions — Mrs. Merceda Schmidt
14. Certain Issues — J. L. Pasztor
15. Put Religion Back in the Schools — Mr. and Mrs. Geenen
16. Education in Saskatchewan — James. G. Hunter
17. Curriculum and Instruction — Saskatchewan Adult Basic Education Association
18. Needs of Children and Purpose of Education — Scotsguard Catholic Women's Institute
19. Health Education -- Saskatchewan Medical Association

20. Concerns Related to Questionnaire — St. Henry's School Division No. 1046
21. The Learning Resource Center and the Curriculum — J. Lowenberger
22. Process of Death and Dying —Memorial Society of Saskatchewan
23. Family Life/Science/Teaching of Religion — United Church of Canada
24. Schooling in Saskatchewan — Duane Migowsky
25. Concerns and Recommendations for the Educational System in Saskatchewan — Faith Christian Fellowship
26. Multi-culturalism in the Curriculum — Swift Current Multi-cultural Council
27. Adequacy of School Resource Centers — Superannuated Teachers of Saskatchewan — Swift Current Chapter
28. Interdisciplinary Team Approach — O. M. Irwin School
29. Issues in Education — George L. Hall
30. Curriculum Renewal in the Area of High School English — Leon Koldingnes and Phyllis Nakonechny
31. Alternative High School Model — Cliff Jantzen
32. Curriculum Design and Delivery in Saskatchewan — E. Whelan
33. Issues in Schooling — Division IV Students in Admiral School
34. Elimination of Stereotyping in Curriculum Materials — Else DePaaw
35. School Attendance for Children in Luxor Area — Mr. and Mrs. Wilbert Bender
36. Education Issues — W. G. Huckle — Board of Education of Last Mountain School Division No. 29.
37. Planning Future Education Curricula — Watson Elementary School
38. Educational Change — Muenster Teachers and School Trustees
39. Educational Issues — Valerie Goudy
40. Family Life/Sex Education — Mrs. Cecilia Forsyth
41. Beliefs and Values of the Evangelical Christian Community — Mr. Leslie Krober — Saskatoon Evangelical Minister's Fellowship
42. Sex Education — Saskatoon Pro-Life
43. Comments on the Implementation of French Immersion Programs — Parents of Grades 5/4 French Immersion Class -- Victoria School
44. Response to 'Issues in Schooling Questionnaire' — Saskatchewan Association for Gifted Education
45. Islam and the Educational System — Dr. Shakeel Akhtar — Islamic Association of Saskatchewan
46. Are Grade Twelve Students Prepared for University Math — Dr. Duthie
47. Curriculum Issues — DeShaye and St. Jerome Local School Advisory Committee
48. Continuous Progress and Individualized Instruction — T. Heidt, Superintendent — Northern Lights School Division
49. The Interdependence of Society, Economics and the Mineral Industry — Saskatchewan Mining Association
50. Arts Education Program — Norm Yakel — Faculty of Education
51. Education is a Shared Responsibility — Board of Education of Regina School Division No. 4
52. Views from the Teaching Profession — Saskatchewan Teachers' Federation
53. Planning for the 1980's — Saskatoon Board of Education
54. Comments on Curriculum and Instruction — Assiniboia Board of Trustees and Teachers' Association

55. Ten Positive Suggestions for Productive Learning — Loretta Wenaus
56. Comments on Today's Schools — H. B. Schiefer
57. School and Our Future — Jim Holtslander
58. Brief and Recommendations — Saskatoon Council of the Catholic Women's League
59. Importance of the Learning Resource Center — Shirley Andrist
60. Health Curriculum Redevelopment — T. Benson
61. Education of Exceptional Children — Gordon Toth
62. Curriculum Issues — St. Paul's Council of the Catholic Women's League
63. A Brief to the Minister's Advisory Committee — Joint Presentation by the Teachers,Trustees and Administration of the Saskatoon Catholic Schools
64. Need for Multicultural Education in Saskatchewan Schools — Saskatoon Multicultural Council Incorporated
65 Position of Curriculum Revision — M. J. Kindrachuk
66. Submission — Eston-Elrose Board of Education
67. Curriculum Review — Warren A. Connor — Kindersley
68. Home Economics and Industrial Arts — Marni MacDonald and Ray Boughen
69. Education in Saskatchewan Schools — Bernhard and Margaret Sadowski
70. Values — John Judson
71. Manner in Which Curricula Are Developed in Saskatchewan — Gary Hyland
72. The Curriculum and the Learning Resource Center in Saskatchewan Schools — Executive Council of the Saskatchewan Association of Educational Media Specialists
73. Human Rights Education — Ken Norman and Ailsa Watkinson — The Saskatchewan Human Rights Commission
74. Educational Issues — H. Gibson — Meadow Lake Board of Education
75. Preparing Students For the Future — Chester Dobni, Jr. — Grade Twelve Student
76. Environment Education — Meadow Lake and Area Environmental Group
77. Curriculum Concerns — Ruby Oster and Mary Petersen
78. Children's Education in the Saskatchewan School System — signed by parents
79. The 'Shema' — Rev. Brian R. Roadhouse
80. Comments and Recommendations — Oliver Humphreys
81. Needs of Children — K. E. Schneider
82. Educational Concerns — Members of the Division Planning Committee — North Battleford Catholic School Division No. 16
83. Issues in Connection with Schooling — John Watson
84. Presentation to Minister's Advisory Committee — Stan Digcut
85. Stop the Use of the Strap on Young People — June Niro
86. Two Focal Points: Teacher and Student — Monty Bennett, Vice-Principal Ogema School and Ogema Local School Board
87. Brief — on Behalf of the Teachers of Weyburn Comprehensive School
88. Computer Science — Gerald L. Dixon
89. Curriculum and Instruction Methods — Primary and Secondary School System — R.W. Forbes
90. Importance of the Fine Arts — Dennis Schaefer — St. Peter's Concert Society
91. Family Life Education — George and Mary Hickie
92. Parent Choice of Schools — Theresa Beyko
93. Family Life Education — Moosomin Residents
94. Issues in School — Broadview Board of Education
95. Family Life — Moosomin

96. Brief Supplementary to a Previous Submission — L. J. Fourneir
97. The Need for Teaching English as a Second Language — Prince Albert Teachers' Association
98. Concerns About Education — Bob Martyn
99. Paper presented to the Provincial Curriculum and Instruction Review Committee — Prince Albert Catholic Separate School Division No. 6
100. Brief prepared for the Curriculum and Instruction Review Committee — Prince Albert School Division No. 3
101. Global Education: Imperative of the 80's — Elspeth Crawford and Chris Meissner — Saskatchewan Council for International Co-operation
102. Concerns Regarding Heavy Curriculum and Amount of Homework — Helen F. Honey
103. Lifelong Education — Marge Nainaar — Natonum Community College
104. Agriculture in the Curriculum — Saskatchewan Institute of Agrologists
105. Importance of Reading — Ronald R. Lamb — International Reading Association
106. Family Life Program — Parents at Moosomin
107. Science Education Summary — Dr. E. P. Hart
108. Demanding Curriculum in Division I and II — 14 Concerned Parents from Yorkton
109. Environmental Education — Saskatchewan Outdoor and Environmental Education Association
110. Health, Safety and International Education — Red Cross Youth
111. Three Educational Issues — Robert A. McGillivray — Saskatchewan Federation of Agriculture
112. Needs of Trainable Mentally Retarded Students — Sylvia Berger — Harrow de Groot Local School Advisory Committee
113. Several Educational Issues — Simon Lizee — Humboldt Rural School Division Principal's Group
114. Labour Studies in the Curriculum — Nadine Hunt, President — Saskatchewan Federation of Labour
115. The Curriculum and the Learning Resource Center in Saskatchewan Schools — Deanna Gruending
116. Issues in Schooling — Mrs. E. F. Abd-Elmessih
117. Literary Arts in the Education Curriculum — The Saskatchewan Writers Guild
118. French Language Instruction — The Canadian Parents for French
119. Achieving Educational Goals — Mavis Holub — Saskatchewan Alcoholism Commission
120. Regarding — Issues in Schooling — Saskatchewan Federation of Home and School Associations
121. Thinking About the Curriculum — Douglas Stewart
122. Equality of the Sexes in Education — Women's Division, Saskatchewan Labour
123. Planning for the 80's — Gerald R. Sankey
124. Concerns Regarding Native Education — V. Schigol — Minahik Waskahigan School
125. Report on Curriculum and Instruction — Greystone Heights School Council, Incorporated
126. A Presentation to the Curriculum and Instruction Review Committee — College of Education — University of Saskatchewan
127. Issues in Schooling — Saskatchewan Guidance and Counselling Association
128. The Arms Race: Is it of Concern to Our Schools? — Joanna Miller
129. Native Curriculum Materials — Elaine Inkster — NORTEP Faculty
130. Curriculum and Instruction Review — Brief Presented by The Prince Albert District Education Committee Representing Band Control Schools
131. Proposal for Black Bear Island Circuit School — Joe Zbitnew

132. Needs of Native Students — Neginuk Friendship Center, LaRonge

133. Native Education — Mary Jane Kasyon

134. International Education — Asit K. Sarkar — United Nations Association in Canada

135. Statement with Respect to the Teaching of Creationism in Saskatchewan Schools — Department of Biology — University of Saskatchewan

136. Textbooks and the Curriculum — Leonard W. Dupuis — Valley View School

137. On the Preparedness of Entrants to the University of Saskatchewan — J. P. Gregory

138. Educational Issues — School Council of Lorne Haselton School, Saskatoon

139. Concerns Regarding Interdepartmental Co-ordination and Teaching Approaches — The Board of Directors Saskatoon Region Community College

140. Concerns Related to Business Education — Pearl Stockdale — Saskatchewan Business Teachers' Association

141. Goals of the Saskatoon French School — Saskatoon French School

142. Comments from Individual Instructors — Saskatchewan Technical Institute

143. Brief to the Curriculum and Instruction Review Committee — Regina Roman Catholic Separate School Division

144. Brief to the Curriculum and Instruction Review Committee — Saskatchewan Pro-Life Association

145. Economic Education in Saskatchewan Schools — Business/Education Committee — Saskatoon Board of Trade

146. Special Education — Patricia Leson

147. Needs of Exceptional Children — Saskatchewan Federation Council for Exceptional Children

148. The Feasibility and Importance of Providing A Basic Economic Education to All Students — Gary Rabbior — Canadian Foundation for Economic Education

149. Fertility Awareness — Serena Saskatchewan

150. Brief and Resolutions Submitted by The Catholic Women's League of Canada

151. Brief Submitted by the Community Health Services Branch

152. Gabriel Dumont Institute of Native Studies and Applied Research — Dr. Kenn Whyte

153. Equality in Education — Women in Education Committee — Humboldt Branch of the Saskatchewan Teachers' Federation

154. Task Force Brief on Issues in Schooling for Children Who Are Mentally Handicapped — The Saskatchewan Association for the Mentally Retarded

155. Safety — Saskatchewan Child Safety Committee

156. Submission of the Saskatchewan School Trustees Association to The Minister's Advisory Committee on Curriculum and Instruction

POOR

QUALITY

ORIGINAL